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ABSTRACT

The Parent and Children Together (PACT) project, developed by the Arkansas Valley and High Plain Regional Library Services in Colorado, is aimed at promoting lifelong interest in reading among today's children. PACT services include: (1) sponsoring workshops that will train librarians and volunteers to plan and present parents' programs; (2) providing a manual which will contain such items as program suggestions and news releases; (3) loaning audiovisual programs to participating libraries for use with community groups; (4) supplying promotional materials for distribution in local communities that will encourage parents to read to their children; (5) buying books for public libraries and parents' kits for target libraries; and (6) furnishing consulting services to help libraries with their local programs. An appendix features such items as a list of PACT audiovisual programs and samples of flyers and news releases. (CGD)

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PROGRAM MANUAL

PACT

PARENTS AND CHILDREN TOGETHER

ARKANSAS VALLEY

HIGH PLAINS

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March 1, 1986

Dear librarians and PACT volunteers:

You are to be congratulated on recognizing the importance of this grant project. When we began planning PACT in October, 1984, we formulated the following goal: to provide the current generation of children with an enthusiasm for reading which will develop into a lifelong interest. Since we cannot work directly with each of the children in the participating Systems, we realized that we would need to enlist the aid of librarians and parents if we were to attain our goal.

Therefore, we developed this project to assist librarians with the task of educating parents regarding the need for oral reading (reading out loud) in the home. In the process we hope to encourage parents to use the library as a primary source for reading material.

This manual contains activities which librarians can use in planning parents' programs. It also includes information on planning, publicizing and presenting programs and reproducible worksheets which can be distributed to participants.

If you have any questions about this manual or the PACT project, feel free to contact us.

Sincerely,

Loralyn Whitney

Loralyn Whitney
Children's/YA Services Coord.
Arkansas Valley Regional Library Service System
Pueblo, CO

Elizabeth Hager

Elizabeth Hager
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High Plains Regional Library Service System
Greeley, CO

PACT TARGET LIBRARIES

ARKANSAS VALLEY LIBRARY SYSTEM

Buena Vista Public Library
Martha Thomas
131 Linderman Avenue
P.O. Box 2019
Buena Vista, CO 81211

Canon City Public Library
Laura Kozubik, Children's Librarian
516 Macon Avenue
Canon City, CO 81212

Custer County Public Library
Alice Colgate
Box 71
Westcliffe, CO 81252-0071

Fowler Public Library
Beverly Smith
114 East Cranston Avenue
Fowler, CO 81039

Huerfano County Public Library
Frances King
323 Main Street
Walsenburg, CO 81089

Kiowa County Public Library
Doris Forsyth
1305 Goff Street
P.O. Box 757
Eads, CO 81036

Las Animas-Bent County Library District
Sandra Singer
306 Fifth Street
Las Animas, CO 81054

Primero School Library
Marilyn Teague
Route #1
Weston, CO 81091

Pueblo Library District
Rob Reid, Youth Services Librarian
100 E. Abriendo Avenue
Pueblo, CO 81004

Rocky Ford Public Library
Emily Sutton
10th & Maple Streets
Rocky Ford, CO 81067

Carnegie Public Library
Evelyn Rios
202 N. Animas Street
Trinidad, CO 81082

HIGH PLAINS LIBRARY SYSTEM

Ault Public Library
Evelyn Mauldin
P.O. Box 147
Ault, CO 80610

Berthoud Public Library
Barb McQueen
P.O. Box VV
Berthoud, CO 80513

Briggsdale Library
Joyce Krise
Weld Library District
Greeley, CO 80631

Estes Park Public Library
Judy Hoxsey
P.O. Box 1687
Estes Park, CO 80517

Flagler Community Library
Jean Strode
P.O. Box 367
Flagler, CO 80815

Fort Collins Public Library
Sue Ellen Whitehurst
201 Peterson Street
Fort Collins, CO 80524

Fort Lupton Public and School Library
Janice Mustain-Wood
530 Reynolds Street
Fort Lupton, CO 80621

Fort Morgan Public Library
Jenny Mejia
414 Main Street
Fort Morgan, CO 80701

Greeley Public Library
Janet Johnston
919 7th Street
Greeley, CO 80631

Platteville Public Library
Penny Herren
P.O. Box 567
Platteville, CO 80651

Red Feather Lakes Community Library
Jo Lynn Johnson
P.O. Box 408
Red Feather Lakes, Co 80545

Stratton Public Library
Dorothy Smith
P.O. Box 124
Stratton, CO 80836

Weld Public Library (Weld Library District)
Luella Kinnison
2227 23rd Avenue
Greeley, CO 80631

Wellington Public Library
Eliza Schmidt
P.O. Box 416
Wellington, CO 80549

Windsor Public Library
Kathy Murphy
P.O. Box 247
Windsor, CO 80550

Woodlin School District Library
Peggy Guthner
Star Route Box 185
Woodrow, CO 80757

Wray Public Library
Mary Ellen Hayes
P.O. Box 307

WHAT PACT IS DOING ...

* Sponsoring workshops that will train librarians and volunteers to plan and present parents' programs.
* Providing a manual which contains program suggestions, news releases, etc.
* Loaning audio-visual programs to participating libraries for use with community groups.
* Supplying promotional materials which may be distributed in local communities that will encourage parents to read to their children.
* Buying books for public libraries, and parents' kits for target libraries.
* Furnishing consulting services to help libraries with their local programs.

WHAT WE'RE ASKING YOU TO DO ...

* Attend one regional training session to be held this Spring.
* Promote and actively publicize the project's goals.
* Using ideas and materials provided by the grant, sponsor one program designed to motivate parents to read to their children.

BRIGHT IDEAS FOR PACT PROGRAMS

Present Your Own Programs!

Use the PACT project as an opportunity to address parents and civic groups. Your target audience may be:

* P.T.A. or P.T.O. groups
* Headstart or daycare workers and parents
* Lamaze classes, the LaLeche League
* Y.W.C.A. mothers, Y.M.C.A. fathers
* Social Service Agency personnel
* Lions Club, Jaycees, Rotary, Kiwanis, sororities, etc.

Other Program Possibilities

* Cooperate with school librarians to sponsor a school/public library program.
* Invite a local reading teacher to present a program at the library on children's literature.
* Ask a child development specialist to discuss appropriate reading material for children of various ages.
* Sponsor a Family Reading Club for a limited time and award certificates (see Family Reading Chart in the Appendix).
* Host a brown-bag lunch and have an adult give reviews of children's books. If you hold this on Saturday, the whole family can attend.
* Show one or more of the PACT AV programs to parents and display good read aloud books from your library's collection.
* Ask a local speech teacher or professor to offer a class on the art of reading aloud.
* Locate volunteers who are willing to read aloud to children at the library after school.
* Sponsor a Family Read-In at the library. Provide space for parents to sit and read aloud to their children. Schedule a different family every 15 minutes or 1/2 hour. Display appropriate read-aloud books which may be used.
* Have someone who knows children's books talk to a hospital prenatal class about the importance of sharing books with babies and present a variety of concept books and board books (books about the alphabet, animals, colors, numbers, etc.) from your library's collection. Note: you may borrow books through Interlibrary Loan, if necessary.

* Cooperate with your local council of the International Reading Association to sponsor a program for parents. (See list of IRA's in Appendix)
* Launch a "Picturebooks Project" by encouraging people to sponsor (purchase) a picturebook in the name of a child. Sponsors may designate a child whose name will appear on a bookplate. Publish a list of donations in your local paper. Librarians, this project gives you a chance to replace worn-out picturebooks and order new ones you could not otherwise afford! This project will build up your collection and will encourage children to read books donated in their name! A sample form is provided in the Appendix.

MAKE THE MOST OF PACT'S RESOURCES

AUDIO-VISUAL PROGRAMS You may borrow a number of audio-visual programs from your System Office. These films have been previewed by the Management Team and were purchased specifically for this grant. You may use these films in your PACT program(s). Call ahead to book films for specific dates. An annotated list of these audio-visual programs appears in the index. You may arrange to preview these films or read the scripts before scheduling them for public viewing.

BOOKS Your library will receive several books of interest to parents on the subject of oral reading. Process these books immediately so they can be displayed at your program(s). Mention that these titles are now available at the library in any publicity you release regarding PACT.

MANUAL This manual contains all the planning advice you will need to conduct a successful PACT program. Read it over carefully and share it with those who will be assisting with your program: library staff members, school librarians, volunteers. You may reproduce the parents' handouts and distribute them at your program.

PARENTS'KITS Your library will receive a portable kit designed to educate new parents and parents of toddlers on the importance of sharing books with babies. The kit will contain brochures, children's books and a buppet (book puppet). The kit is designed to circulate, so process it immediately and display it at your program(s). Mention the availabilty of this kit in any publicity you release regarding PACT. Check hospitals, and newspapers for names of new parents, and let these library users know that the kit is available. Mention this service to your Welcome Wagon representative.

MAXIMIZE USE OF LOCAL RESOURCES

BOOKS Check your card catalog to see what books your library owns on reading aloud to children. Look under the following subject headings: Books and reading, Children's literature; Children-Books and reading; Youth-Books and reading; Young adults-Books and reading. Look in your shelf-list catalog under these Dewey numbers: 028.5'5, 372.6.

Put your newer books on display. List these books in a bibliography that can be handed out at the circulation desk or placed by the display with a small "Take one" sign. If you prefer, make bookmarks with a brief bibliography of these books. Be sure to include the name and address of your library on the bookmark.

LIBRARY STAFF Be sure that all your employees are familiar with PACT's theme and goals and that they can answer patron's questions about locally scheduled programs.

LOCAL RESOURCE PEOPLE Do let the leaders of the community groups listed on page 2 know about the program(s) you have planned. Try to enlist their support. At the very least, ask them to announce your library program(s) at their next meeting.

PLANNING YOUR PROGRAM

BABYSITTING SERVICE Your program will have a better attendance if you furnish a babysitting service so parents can attend without worrying about finding a sitter. Consider asking parents to preregister so you will know how many children may be expected to attend. Put a responsible adult in charge of the sitting service. You may also want to hire some teenagers to assist. If your library can afford it, pay your sitters minimum wage.

Your babysitting room should be located at some distance from the room where the program will be held. This will insure a quiet atmosphere for your program. Ask your babysitters to plan organized activities for the children. Serve a snack, if your Pact program lasts several hours.

COSTS Programs may be sponsored at no cost to the library. If you plan to serve refreshments or pay a guest speaker, try to arrange a cooperative venture with another agency that will share expenses.

HOSTING Are you willing to act as hostess or would you prefer to have someone else direct the program? Sample program outlines and tips for discussion leaders are included in this manual. If you decide to host the program, line-up dependable volunteers to handle A-V equipment, serve refreshments, take photographs for your local paper.

LOCATION Your library is the logical place to hold a program. Your program will bring local people to the library and give them a chance to see all that the library has to offer. Your PACT program may be instrumental in attracting non-users to the library for the first time.

However, if you don't have a suitable meeting room, you can hold your program at a community center, preschool center, or school. Be sure to take a selection of books with you to the meeting room. Try to devise a check-out procedure that will allow parents to borrow these books on the spot. Take several registration cards with you in case potential library users express interest in obtaining library cards. When the parents return the books they have borrowed, you will have an opportunity to familiarize them with library services.

SCHEDULING Try to avoid obvious conflicts in scheduling. Don't schedule a program on a P.T.A. meeting night or on the night of a little league basebsall game. Before scheduling your program, check to see if the school district or Parks and Recreation Department has anything planned on your tentative date. Consider scheduling your PACT program at the same time as your preschool storyhour.

SET-UP Take care of details <u>before</u> your audience arrives. Check such things as lighting, ventilation, visibility of slide screen, etc. Arrange comfortable seating for parents. Have films cued and ready for showing, and microphones connected. If you are offering babysitting service, have a playpen, changing table and disposable diapers on hand. Use this opportunity to display appropriate books from your collection. Do any necessary book cleaning and mending ahead of time so your display will be attractive.

PROGRAM CHECK LIST

Subject of Program:

Staff person responsible:

___ SPEAKER SCHEDULED

Name of Speaker:

___ Equipment needed scheduled (list equipment)

___ Transportation & Accommodations

___ Reminders sent (date, time, place, topic)

___ FACILITIES SCHEDULED (on meeting room calendar)

___ Clean

___ Furniture arranged

___ Equipment in place and in running order

___ STAFF INFORMED

___ Scheduled

___ Program placed on all library calendars

___ Information sheet sent (to front desk, bookmobile, key people)

___ Reminders given orally & posted on day of program

___ RECEPTION (if needed)

___ Food

___ Flowers

___ Equipment (table cloths, dishes, silver)

___ Staff scheduled

___ Responsibilities posted

PUBLICITY

___ Posters ___Fliers ___Bookmarks ___TV

___Radio ___asst. school & college newspapers

___Newspapers ___Church Bulletins ___Clubs

___Community Bulletin Boards ___Arts Groups& playbills

___Telephone key people ___Give interviews

___Service Club Programs Pertinent Tie-ins?(_____)

____ Photographer contacted ___Classified Ads

DISTRIBUTION OF PUBLICITY

___Retailers ___Public Service Departments

___Sr. Citizen Centers ___Day Care Centers

___Schools & Colleges ___Restaurants

___Doctor's & Dentist's Offices ___Bulletin Boards

___Patron Mailing List ___Key People

PROGRAM EVALUATION

Date of Program:

Program:

Length:

Number in attendence:

General Audience Reaction:

Suggestions for Improvement:

How did the program promote the use of library services?

Staff Time Involved:

Supplies & Materials Used:

Next Time, Remember:

Next Time, Do differently:

___ FOLLOW-UP

___ Meeting room checked (clean, in order)

___ Equipment & borrowed items returned

___ Thank-you notes sent

___ Evaluation filed

___ Check list filed

___ Publicity clipped and filed

___ Printed items, other PR helps filed

NOTES:

PUBLICITY PLUGS

FLYERS Reproduce the sample flyer provided in the appendix, fill in the blanks, and distribute copies to daycare centers, doctor's offices, P.T.A. officials, and social service agencies. Hand flyers out to parents who bring children to storyhour at the library. Take a supply of flyers to local schools and ask to have one sent home with each child.

MARQUEES Many banks, businesses and restaurants are willing to advertise community events free of charge. Try to have your PACT program advertised a week in advance.

POSTERS Reproduce the sample poster provided in the appendix or design your own. Display them in bookstores, dairy stores, laundromats, any place where parents might see them. Don't forget to post several in your library!

NEWSPAPERS A sample press release is provided in the appendix. Ask your local paper to do a preliminary piece on the PACT project and your plans for a local program. A captioned photo showing the librarian and volunteers planning a program would be appropriate. Arrange to have a photographer or volunteer take several pictures while your program is in progress. These can accompany your final news story. Don't be shy about promoting your program. Even parents who don't attend will get the message that reading aloud to children can boost their reading skills.

Insert an announcement of your PACT program in area school newspapers. Call the schools and ask what guidelines should be followed concerning article length, copy deadlines, etc.

PROCLAMATIONS Ask your mayor or other city official to issue a proclamation in honor of PACT (Parents and Children Together) Week. Get your local newspaper to photograph the signing ceremony. If the mayor has a young child or grandchild, he could kick off the celebration by reading aloud to this child. Request that the text of the proclamation be printed in the paper. A sample proclamation is provided in the appendix.

PSA'S Your public service announcements for radio stations should be no more than 60 seconds in length. These brief messages are aired at various times during the broadcast day at the discretion of the station manager. A 60-second spot = approximately 150 words, a 30-second spot = 75 words, a 15-second spot = 37 words. Sample PSA's are provided in the appendix.

CONDUCTING A PROGRAM

GETTING ACQUAINTED Your library's PACT program offers parents who share similar concerns an opportunity to become acquainted and to exchange ideas on child-raising. If your group is small enough, ask participants to introduce themselves. Nametags will help reduce communication barriers.

INTRODUCING THE TOPIC If you are in charge of the program, introduce yourself to the group and make a few welcoming remarks. If public speaking is not your forte --don't worry. You can prepare a brief opening statement based on information provided in this manual.

If a guest speaker will be featured, introduce him/her to the group and provide a few details concerning his/her education and experience in the field of child development or education. When the speaker has finished, thank him/her and introduce the next activity.

LEADING A DISCUSSION If you feature a guest speaker or show a film, your audience will react to what they have seen and heard and will want to talk about the issues raised. They may have questions or want to share personal experiences. The following hints will enable you to handle the role of discussion leader.

* Start the discussion by asking a general question. Don't put anyone on the spot by asking a direct question. You can prepare a list of questions in advance to get the conversation going.

* Ask "How" and "Why" and debatable questions rather than ones that can be answered with a "yes" or "no."

* To involve nontalkers in a discussion, watch for clues. You can generally tell when a person has something to say but needs your encouragement to talk. Say, "I think Mrs. B. has something on her mind she would like to mention..."

* Stick to the subject! Don't let one person lead you off the track. After a brief interval you can say, "Let's get back to the topic we were discussing earlier."

* As discussion leader, it is your job to restate briefly what the group has said from time to time, to relate points to each other, and to provide a final summary of the session. This will reinforce what the group has learned.

SAMPLE PROGRAM OUTLINES

Your publicity campaign will attract the attention of parents who want more information about what they can do to help their children become eager readers. A one-to-two hour workshop can answer many of their questions. Listed below are outlines for four programs. These are included as suggestions. Adapt the ideas to meet the needs of your community.

I. BABIES NEED BOOKS

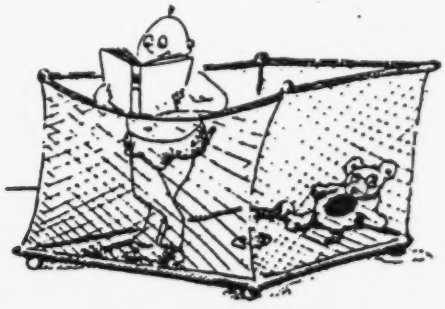
By the age of 6 months, babies begin to appreciate sounds and spoken language. As visual ability develops, babies can focus on the illustrations in picture books.

A. Introduce your library's books for the very young: nursery rhymes, songs, lullabies.
B. Present a variety of concept books for toddlers: board books, books about the alphabet, colors, numbers, spatial concepts.
C. Invite a preschool teacher to demonstrate parent/child activities that can stimulate language development.
D. Show the videocassette "Rainbow Road." You may borrow this from your System Office.

II. A BOOK FOR EVERY AGE

This program will recommend appropriate reading material for each stage of a child's development.

A. In cooperation with a child development professional, present books appropriate for children from 6 months to age 12.
B. After the presentation, send parents to the children's area of the library to locate books which would be appropriate for their children, based on what they have learned.
C. Have each parent briefly share what he/she has chosen, then recommend several other titles or types of books that would be appropriate.
D. Show the film "What's So Great About Books?" You may borrow this film from the Colorado State Library.



III. READING ALOUD FOR FAMILY RECREATION

Consider inviting babysitters, storyhour volunteers, Sunday School teachers and older children who read to younger brothers and sisters to this program, as well as parents.

A. Invite a literary critic (librarian, teacher, writer) to discuss guidelines for assessing the quality of children's books.

B. Ask a speech teacher or drama coach to offer tips on how to read aloud effectively.

C. Stage a practical demonstration which will feature a talented reader reading aloud to a child. A list of oral reading tips appears in the appendix.

D. Show one of the following audio-visual programs available from your System Office: "Who? Me? Teach Reading?" (filmstrip), or one of these slide/tape programs --"Once Upon a Mind," "Reading Begins at Home."

IV. THE HOME/SCHOOL CONNECTION

This program will emphasize the significance of the role parents play in their child's education.

A. In the fall a school librarian or media center specialist sends parents of 3rd, 4th, or 5th graders a brief annotated bibliography (3 or 4 titles) of recommended books to read aloud to their children. Meanwhile, teachers are encouraged to read other books by these authors to their classes.

B. In November or December children and their parents are invited to attend a Family Reading Night at the school media center.

C. At the meeting the school librarian presents short biographical sketches of the authors selected and raises questions for discussion. Parents and children may be divided up into small groups based on the books they have read together.

D. If there is enough time, the children may write to one of these authors. Letters can be collected and mass-mailed to authors in care of their publishers. Some authors make it a practice to answer their fan mail, so be prepared to post any replies in the school library.

PACT PARENT/CHILD ACTIVITIES

HELP YOUR CHILD LEARN TO READ

* Listen to your child; give him opportunities to express himself. Encourage his attempts to learn.

* Help your child learn new words by teaching her words at the supermarket and by reading traffic signs and billboards to her.

* Answer your child's questions carefully. Look up answers to difficult questions together at the public library.

* Read to your child regularly. Reading sessions build appreciation for books and provide close, relaxing companionship.

* Show your child that you enjoy reading and occasionally talk about what you have read over dinner.

* Set up a home library with books, magazines and newspapers. Give your child his own bookshelf and keep his library books there.

* Get your child a library card and allow her to select some books on her own. Take your child to the library regularly.

* Don't try to teach phonics or reading skills, but do help your child with his reading. Listen as he reads aloud; help him learn at least one new word a day.

HOW TO READ ALOUD

* Read to your child when she is prepared to sit still for a story. Good times for reading aloud are just after naptime and just before bedtime.

* When reading to your child, sit close together so you can both see the pictures and follow the words on each page.

* Keep in mind your child's age and special interests when selecting books to read aloud.

* Be responsive to your child. Allow him to linger over illustrations that capture his attention. Edit parts of the story if your child becomes restless.

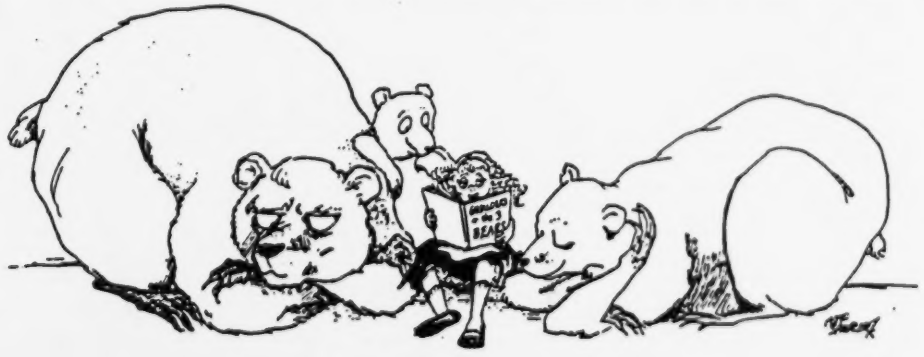
* Select books that appeal to you. Your child will catch your enthusiasm for a good story. Allow your child to choose books occasionally. Reading together should be fun -- don't feel you have to finish a book that you and your child don't like.

* Be prepared to read your child's favorite books over and over. Doing so will help your toddler learn new words and develop sequential skills.

* Use your voice dramatically. Give different characters distinctive voices. Use sound effects, when the story calls for them.

* As you read to your child, teach him how to handle books with respect.

* Involve your child with the story. Toddlers can turn pages, point to objects they recognize and fill in rhyming words. Ask older children questions about characters and how they might react if they found themselves in a similar situation.



HOW TO RAISE READERS

You should know what types of books are suitable for your child at different developmental levels. The following guidelines suggest appropriate types of books for each stage of a child's development. Remember that children develop at different rates, so make adjustments accordingly.

The first 6 months ... During this time a baby's visual abilities are still developing, so learning experiences should involve sounds and language rather than printed material. Share lullabies, nursery rhymes, poetry and songs with your baby. Songs that feature a refrain or melodic language are recommended.

6 months to 1 year ... Once your baby is able to focus on pictures, you can show him books with large, simple pictures. Infants especially enjoy looking at familiar objects and faces.

1 to 2 years ... As your child begins to reach out and touch things, provide her with board books (sturdy child-proof, nontoxic cardboard books) and let her turn the pages herself. Textured "touch and feel" books or scented "scratch and sniff" books will hold your child's attention.

When your child begins to experiment with sounds, share books that give him opportunities for participation. Select books with animal sounds or other noises (cars, trucks, planes, etc.) that he can imitate.

2 to 3 years ... By this time a child is able to appreciate simple concept books. As your child's imagination develops, you can introduce ABC books, color books, counting books and books that introduce spatial relationships (up/down, in/out, small/large). Stories with repetition, for example, "The Three Little Pigs," have great appeal for toddlers.

3 to 4 years ... At this age your child will enjoy animal stories with one main character and a simple plot such as "The Tale of Peter Rabbit." Books that reflect the child's own experiences and feature other children are appropriate. Three-year olds enjoy books which answer their questions about the world around them. Don't forget to share wordless picture books with your child and discuss the action which takes place from page to page.

4 to 5 years ... Preschool children are expected to be somewhat independent. But all this freedom can be frightening, so books that have a central character who knows just how to handle things are popular with 4 and 5 year-olds. They are ready for longer books with fewer pictures at this stage. Rapid development of language skills occurs during this period. Your child's interest in words will make books that contain jingles, rhymes, nonsense and repetition especially appealing.

5 to 6 years ... Kindergarten students are ready to hear traditional fairytales; their imaginations have developed so they can enjoy fantasy. At this stage children are judgmental. They want to see heroes rewarded, villains punished. Use your common sense in selecting fairytales for children; choose mildly scary tales at first, save the more violent ones for older children. Five and six year-olds are beginning to develop a sense of humor. Simple joke and riddle books and Dr. Seuss' off-beat books are popular with this age group.

Beginning readers ... Books for beginning readers should have large print, wide margins and clear, uncluttered illustrations. Stories with lots of action and dramatic tension will hold the attention of new readers. Children of this age appreciate stories with an element of surprize and a happy, satisfying ending.

2nd and 3rd graders ... By the time they reach 2nd grade, most readers are ready for chapter books. These short books are divided into chapters, just as adult books are. They suit the reader's lengthening attention span and can be read over a period of several days.

10 to 12 years ... During this period many children want to read only series or formula fiction --Nancy Drew, The Hardy Boys, etc. If this is all your child wants to read, don't be alarmed. But do encourage your child to read other kinds of books that are more challenging --books with fresh characters rather than stereotypes.

Remember ... You should continue to read aloud to your child once he has learned to read. Let him read easy readers with controlled vocabulary by himself. You should read aloud books that feature more challenging vocabulary.

ESTABLISHING A HOME LIBRARY

* Provide a cozy spot for reading in your home away from the T.V. and other distractions. A comfortable chair and adequate lighting will encourage family members to read.

* Have a variety of reading materials on hand in your home --books, magazines, newspapers, etc. This will give children a broad idea of what printed materials are available.

* Toddlers enjoy carrying objects from place to place, so provide several places around the house where books can be stored.

* Set up a personal bookshelf for an older child. This could be a low kitchen drawer or plastic dishpan. Keep books borrowed from the public library here. It will save time when you are ready to make a return trip.

* Provide your new reader with a children's dictionary and show him how to use it. Encourage him to develop the dictionary habit.

* Children absorb attitudes and prejudices from their parents. Make sure that your child sees you reading and knows that you derive enjoyment from the activity.

ENCOURAGE YOUR CHILD TO READ
BY CAPITALIZING ON HIS SPECIAL INTERESTS

When choosing books for your child keep in mind his special interests. If your child enjoys a particular author or series or type of book, see that he has a chance to read similar books in the future.

Encourage reluctant readers to read by furnishing them with books related to their hobbies. Allow your reluctant reader to buy a comic book, book or magazine the next time you go to a bookstore or newstand together. Parents often fret over their child's choice of reading material. The important thing to be concerned about is whether or not he is reading!

USE T.V. TO PROMOTE READING Yes, T.V. viewing can encourage reading. Allow an older child to select T.V. programs for a week. Have him consult the T.V. Guide and newspaper listings to plan a viewing schedule.

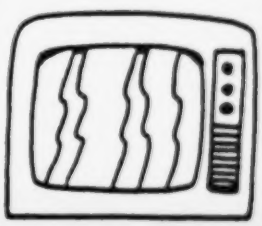
School librarians report that the most circulated books are ones related to movies, T.V. programs, celebrities and athletes that children view frequently. Try to interest your child in reading the book his favorite film was based on, or in reading a biography of a favorite celebrity.

Find books that tie-in with your family's favorite programs. Share these in family read-aloud sessions. For example, you might read the Little House on the Prarie books, the fairytales that appear on Faery Tale Theatre, Sherlock Holmes mysteries, etc.

Guide your child to better viewing. Select programs which provide information as well as entertainment. Make T.V. programs a jumping-off point for further research on a topic. Take your child to the library to find additional material on a subject that has been introduced on T.V. If your child enjoys a program on space travel,for example, suggest that she go to the library to find out more about it.

Try setting a T.V. curfew, with the understanding that reading can go on for another hour.

Turn the T.V. off occasionally in order to allow time for family reading, playing games, etc.



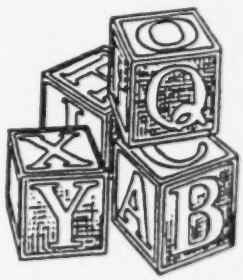
GIVE GIFTS THAT PROMOTE READING

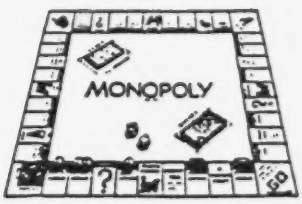
Give your child a magazine subscription ... Children love to get personal mail; receiving something with their own name on it gives them an incentive to read. You can obtain an annotated Guide to Childcen's Magazines, Newspapers, Refecence Books from The Association for Childhood Education International, 3615 Wisconsin Avenue NW, Washington, DC 20016. A representative list of children's magazines appears in the appendix.

Give books and games that promote reading ... Give your child books as birthday and holiday presents. Choose books at your child's reading level so he can read them with pleasure. Keep your child's interest in your home library alive by adding to it from time to time.

Parents who must stay within a limited budget can find good books for gift-giving at garage sales and secondhand bookstores.

Buy games for your child that can help develop vocabulary and maintain your child's interest in words. Anagrams, Crossword puzzles, Lotto, and Junior Scrabble will help improve your child's spelling and reading skills.





THE PARENT/SCHOOL CONNECTION

The library media center specialist has knowledge that parents want. Most parents are genuinely interested in helping their children to become literate, informed adults. They have a strong desire to assist their children and realize that reading is an essential skill that must be mastered; but they don't know how to foster this learning.

Library media center specialists have a unique opportunity to function as unofficial reading teachers. They can function as links between parents and teachers. Library media secialists can share their knowledge of what students are reading and should be reading with parents and teachers. By sponsoring workshops that involve parents and teachers, librarians can promote use of the reading materials available in their school libraries.

How can the library media specialist assist teachers with reading instruction? The most effective contribution a library media specialist can make to his or her school's reading program is promoting a read-aloud component in the classroom. Library media specialists can provide teachers with a read-aloud bibliography.

This will encourage teachers who have not had time to keep up with trends in children's literature to read aloud to their students. The library media specialist can inaugurate a read-aloud program by reading one chapter of a book to a class when they visit the media center, then passing the book on to the teacher who will finish reading it aloud in the classroom.

Library media specialists can assist parents who are anxious to improve their child's reading skills by sponsoring workshops that will convey the following messages:

* What parents do at home has a profound effect on a child's reading skills.
* The school media center and/or public library has materials available for parents' use.
* These resources can be used easily and successfully.

PACT PROGRAMS FOR LIBRARY MEDIA CENTERS

A school library is the heart of the school and library media specialists can be the best, most successful and most economical reading teachers any school could ask for. Here are some ways to let everyone in on the secret!

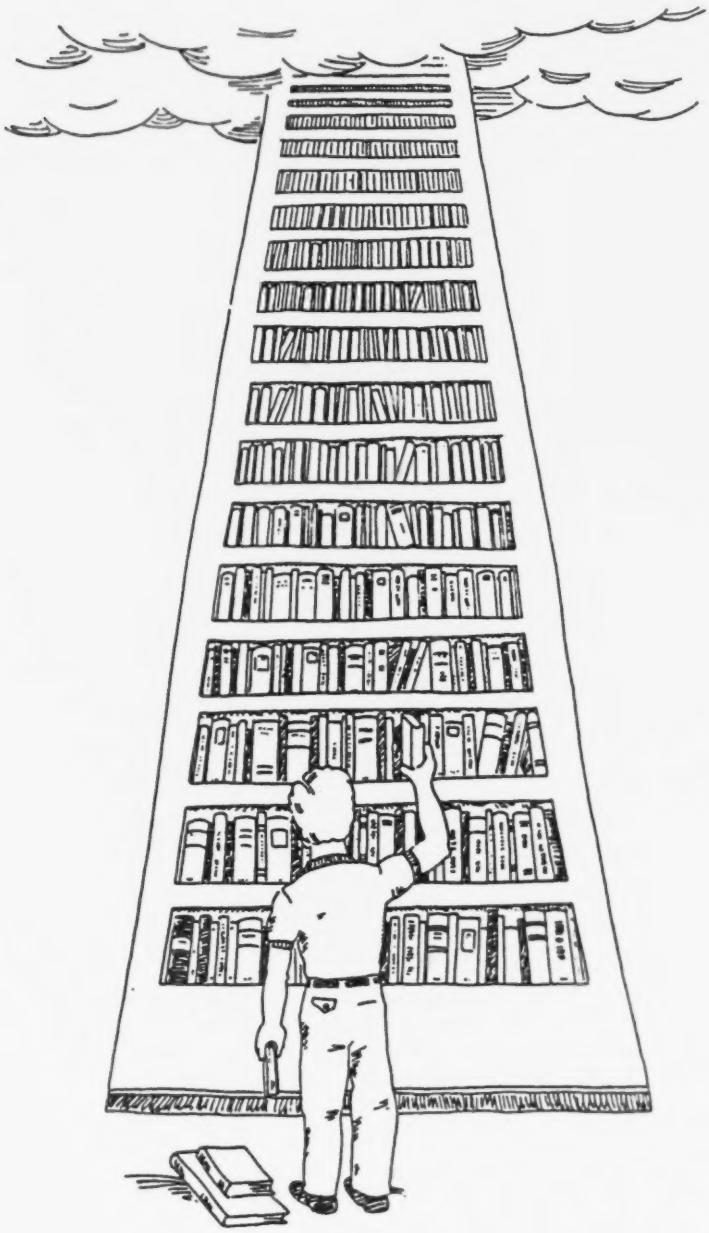
* Sponsor a R*A*P (Read Aloud Please) program in your school. Choose a target grade, for example 4th grade, and produce an annotated bibliography of books appropriate for this age level. Invite every 4th grade teacher to select a specific novel from the bibliography. When the class visits the media center, you or one of your staff can read the first chapter of the novel to them, give them a short tour of the library, and show them a movie. The teacher continues to read the novel in the classroom. Public librarians can start a program like this one to improve relations between the public library and public schools.

* Hold a monthly Family Reading Night. Before launching the program, send parents an annotated bibliography of recommended books to read aloud to their children. Circulate messages to parents announcing your first Family Reading Night. Make this an enjoyable evening for parents and children; serve refreshments. Prepare biographical sketches on the authors whose works will be discussed, and plan some discussion questions. Allow your participants to choose the authors to be featured at the next Family Reading Night.

  A program like this encourages parents to share books with their children and can foster a sense of community spirit among families from different backgrounds and neighborhoods.

* Initiate a PAC (Proud And Capable) Reader project at your school by inviting fifth and sixth grade students to read aloud to first and second graders during free periods or after school. Provide the volunteer readers with folders containing guidelines for reading aloud to a class, and a list of suggested books for reading aloud. Meet with each PAC reader to prepare them for their read-aloud session. These practice sessions may include instruction in how to introduce oneself to an audience, how to introduce a book and an author, and hints on how to dispaly picture books. Reward your volunteers with PAC buttons and personalized bookmarks.

* Hold a Call-An-Author family night program at the school media center. Contact an author or authors and prearrange a time for your call. Use a speaker phone so that your audience can hear the author's responses. Ask students to submit questions ahead of time and choose a few good ones to use. Let the students whose questions were chosen talk to the author directly. Display books by the chosen author and encourage parents to read these to their children.



APPENDIX

List of PACT A-V Programs .....i,ii
Sample Flyer iii
Sample Press Releases .....iv,v
Proclamation vi
Sample PSA'S vii
Addresses viii
Picturebooks Project Form
A Quiz for Parents
Children's Magazines
Sharing Stories With Children
Parent and Child Calendars
Family Reading Record

ANNOTATED LIST OF PACT AUDIOVISUAL PROGRAMS

You may borrow these AV programs from your System Office, with the exception of "What's So Great About Books?" which may be borrowed from the Colorado Film Service, 201 E. Colfax, Denver, CO 80203. You may arrange to preview these programs, or borrow the scripts before scheduling a community showing. Please make film reservations in advance, since ten libraries in each System will be using these programs.

ONCE UPON A MIND Slide/tape set, 116 slides, approx. 15 minutes. 1981. This slide/tape program, developed for use by County Extension Agents, discusses specific books that can help children appreciate their bodies and their senses, and reflect on emotions like anger, curiosity, fear. The program emphasizes the fact that parents can use books to answer children's questions and to help them deal with their experiences.

RAINBOW ROAD Two, 30-minute programs on videocassette. Comes with a reproducible parents'book. 1981. This series was produced by KAID-TV Boise, in cooperation with the Association for the Humanities in Idaho. Rainbow Road has a message for parents: Parents teach their children language and provide them with a background of experience on which their future learning is based. The two programs available are "Oral Language" which shows how parents can help their children develop verbal skills, and "Written Language" which demonstrates ways to introduce children to books.

READING BEGINS AT HOME Slide/tape set, 80 slides, approx. 11 min. Produced by the International Reading Association, this program encourages parents to take an active part in helping to develop their children's reading skills. The slides show parents reading aloud to children in different settings, and suggest ways in which parents can help their preschoolers achieve reading readiness. This program presents a number of reading-related activities families can enjoy together.

READING IS AROUND US Color filmstrip with cassette, 89 frames, 10 min. 1981. This National Education Association release helps parents understand the different approaches used in teaching reading, and gives specific suggestions which will support both their children and the teacher.

WHAT'S SO GREAT ABOUT BOOKS? Color film, 15 min. 1976. This Cypress film may be borrowed from the Colorado Film Service. Suitable for community audiences who wish to encourage children to read, this film illustrates methods adults can use to encourage children to read and to develop a love for reading during the crucial preschool and elementary years.

WHO? ME? TEACH READING? Color filmstrip with cassette, 82 frames, 13 min. 1978. This filmstrip tells parents what they should be doing to help their children become better readers. It includes detailed suggestions on setting up a parents meeting; reproducible awards, games and activities.

PARENTS AND CHILDREN READ TOGETHER

Give your child a headstart in life by encouraging him or her to read! Sixty million Americans have trouble reading. Don't let your child become one of them.

_____ _____ Public Library will sponsor a parents' program on _____ __, 1986, at _____PM at the library. This program will cover:

* What you can to at home to help your child read

* How you can use your child's special interests to spark enjoyment in reading

* How to set up a home library

* Types of books appropriate for children of various ages.

Come and meet other parents who share your concerns! Babysitting serivce will be provided.

YOU CAN ENCOURAGE YOUR CHILD TO READ

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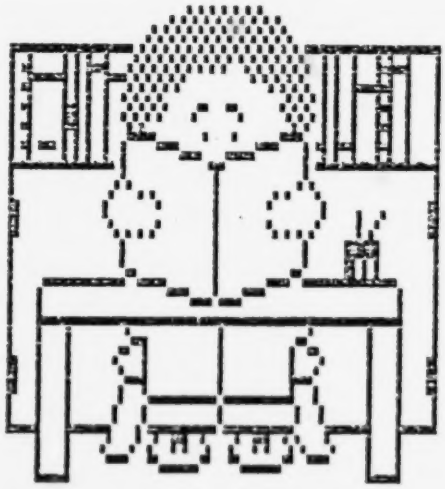
DOES YOUR CHILD ENJOY READING?



ANNOUNCING A WORKSHOP

DATE
TIME
PLACE

TIPS FOR PARENTS:

1. Let your children see you enjoying books!
2. Encourage your children to read aloud to you. Read aloud to them and continue the habit later with more complex books, after they can read to themselves.
3. Take your children to the library. While they are selecting their books you can choose books for yourself.
4. Give books as presents. Books cost less than toys, last longer, and give more pleasure. A book can fill that let-down feeling.

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SAMPLE PRESS RELEASE

Garner Public Library
504 Elm Street
Rockford, IL 52006

Release: April 30, 1986

Betsy Clark, Librarian

HAVE YOU READ TO YOUR CHILD TODAY?

To help publicize the importance of reading aloud to children, the _____ _____ Library is participating in the PACT (Parents and Children Together) project which is jointly sponsored by the Arkansas Valley and High Plains Regional Library Service Systems. PACT target libraries hope to educate parents regarding the need for oral reading in the home and to encourage parents to use the public library as a chief resource.

_____ _____ Library has been selected as a target library and has received several new books through this grant: _____ by _____ _____, _____ by _____ _____, and _____ by _____ _____. A parents' kit is also available for circulation. The kit is designed for parents of toddlers. It contains brochures on parenting, children's books, and a buppet (book puppet). PACT brochures which include recommended reading lists and reading-related activities for children of various ages are available at the library's circulation desk.

Parents, you are your child's first teacher. Recent studies indicate that by the time a child reaches the age of four, 50% of his/her intelligence has already developed. Nearly 60 million Americans are poor readers. Don't let your child become one of them. Contact _____ _____ at the public library for more information on the PACT project.

(Don't forget to double-space when typing press releases.)

SAMPLE PRESS RELEASE

Garner Public Library
504 Elm Street
Rockford, IL 52006

Release: April 30, 1986

From: Betsy Clark, Librarian

LIBRARY SPONSORS WORKSHOP FOR PARENTS

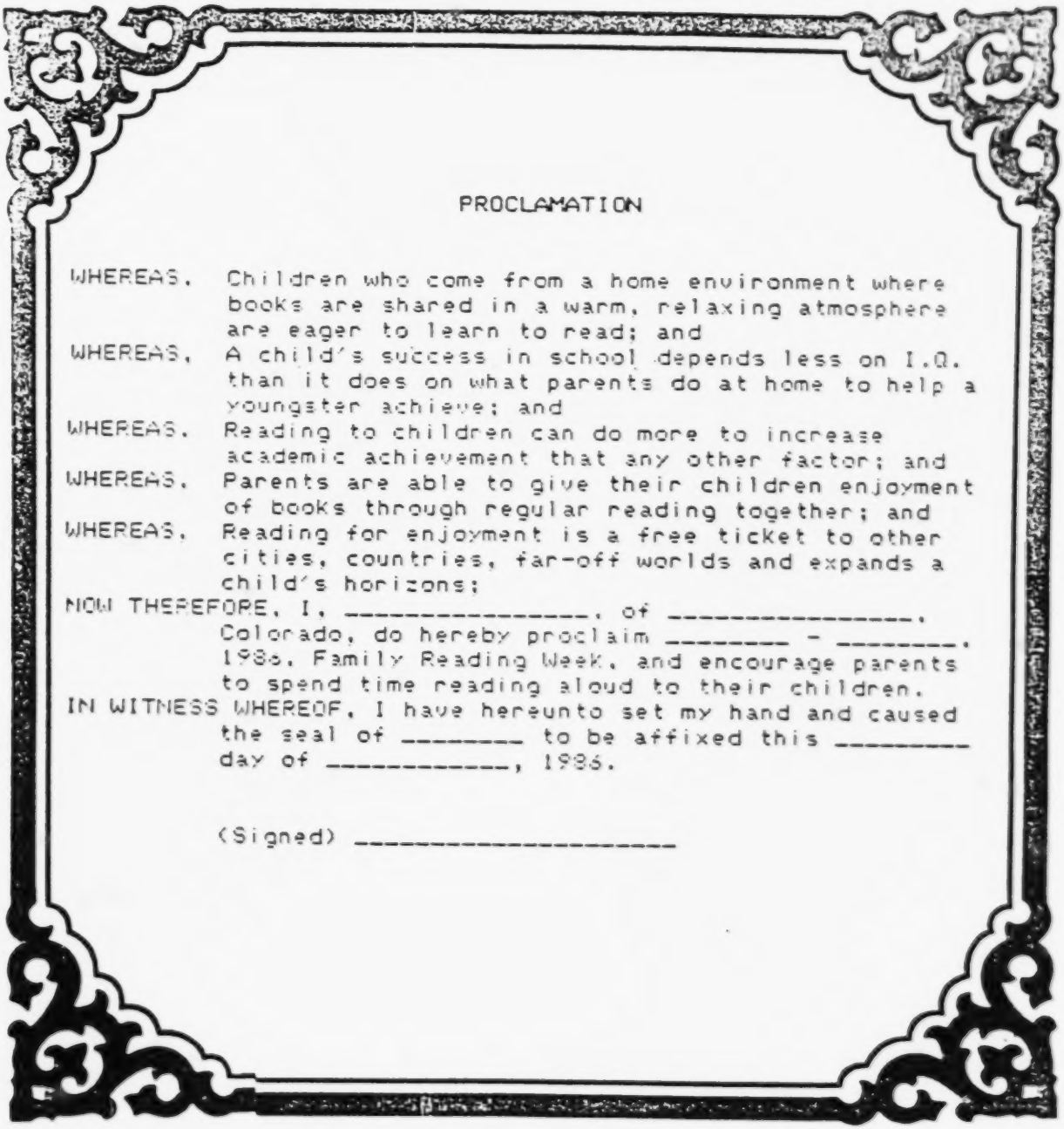
Ruth Love, Superintendent of the Chicago Public Schools, once said, "If we could get our parents to read to their preschool children 15 minutes a day, we could revolutionize the schools." Studies have shown that children who are read to on a regular basis develop an interest in reading and the skills to become lifelong learners.

_____ _____ Library is sponsoring a workshop designed to inform parents on how they can embark on a family reading program that will enrich their children's lives. Read-aloud sessions can grow into very special family times that provide a quiet break in the day's hectic schedule.

Parents will learn the types of books appropriate for children at different stages in their development, will be given pointers on reading aloud, and will receive lists of good read-aloud books.

All interested adults are invited to attend this workshop which will be held at the library on _____, 1986, at _____ P.M. A babysitting service will be provided. For further information, contact _____ _____, Librarian.

*Note: customize this part of the release. Mention films to be shown, guest speakers and their topics, and other program details.



PROCLAMATION

WHEREAS, Children who come from a home environment where books are shared in a warm, relaxing atmosphere are eager to learn to read; and

WHEREAS, A child's success in school depends less on I.Q. than it does on what parents do at home to help a youngster achieve; and

WHEREAS, Reading to children can do more to increase academic achievement that any other factor; and

WHEREAS, Parents are able to give their children enjoyment of books through regular reading together; and

WHEREAS, Reading for enjoyment is a free ticket to other cities, countries, far-off worlds and expands a child's horizons;

NOW THEREFORE, I, _____, of _____, Colorado, do hereby proclaim _____ - _____, 1986, Family Reading Week, and encourage parents to spend time reading aloud to their children.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of _____ to be affixed this _____ day of _____, 1986.

(Signed) _____

SAMPLE PSA'S

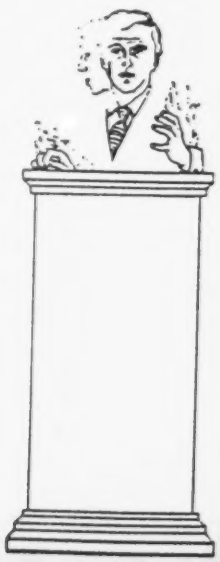
_____ _____Public Library reminds you that it's never too early to start reading to your child. Research shows that children who have been exposed to reading and other cultural experiences before they begin school have a head-start on reading readiness. Contact _____ _____, Librarian, for details concerning the PACT family reading program scheduled for _____ __, 1986 at the library.

****

_____ _____ Public Library has services, programs and materials that can help parents foster a love of reading in their children. Children imitate their parents. So set a good example for your children by showing them that you enjoy reading. Bring your children to the library and pick up some reading material today. Ask your librarian about the special parenting workshop scheduled for _____ __, 1986, at the library.

****

Have you read to your child today? Parents who have only ten minutes a day to spend with their children would do well to spend that time reading to them. This break in daily routine can be quality time. Children will learn to associate the good feelings that come from closeness with reading. If you'd like to learn more about the benefits of reading to your children, contact _____ _____ Public Library. The library is currently participating in a grant project designed to promote reading aloud in the home.



To keep current with new publications in the area of motivational techniques for reading, write to the following addresses for a copy of their current holdings:

Association for Library Service to Children
American Library Association
50 E. Huron Street
Chicago, IL 60611

International Reading Association
800 Barksdale Road
Newark, DE 19711

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

Young Adult Services Division
American Library Association
50 E. Huron Street
Chicago, IL 60611

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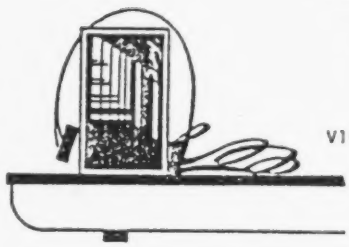

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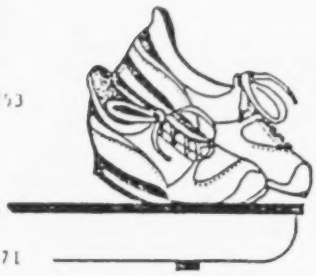

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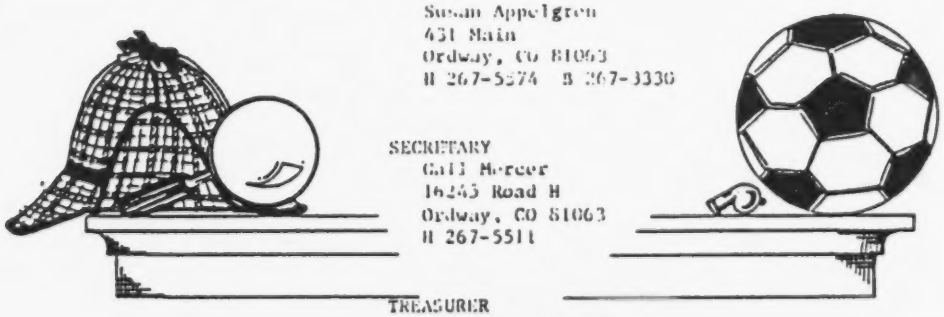

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PICTUREBOOKS PROJECT FORM

We need your help! As book costs rise, libraries are finding it increasingly difficult to provide enough pictureboooks for their communities. Through picturebooks, young children learn to appreciate art, language, and become acquainted with the world outside their homes. By sponsoring a picturebook, you and your family will help the library introduce young children to the joy of reading books. Fill out this form today!

Name_____

Address _____

_____ CO Zip Code _____

Phone _____

I want to sponsor the following picturebook(s) selected from the library's Needed Picturebook List:

_____

_____

_____

OR

I wish to sponsor the picturebook(s) of the library's choice.

I am sponsoring the picturebook(s) in the name of the individual listed below:

Child's name _____

Address _____

_____ CO Zip Code _____

Amount enclosed _____
(Make checks payable to _____ _____ Public Library.

A QUIZ FOR PARENTS

Reading

Do I . . .	Needs to improve	Satisfactory	Excellent
1. read to my child?			
2. let my child see me read?			
3. encourage my child to read to me?			
4. visit the library with my child?			
5. provide books in my home?			
6. subscribe to a newspaper?			
7. teach my child to take care of books?			
8. buy books for my child?			
9. know when my child has reading problems?			
10. provide a relaxed atmosphere for reading?			

Scoring: Give yourself 2 points for each check in the Excellent column, 1 point for each check in the Satisfactory column. Checks in the Needs to improve column receive no points. The maximum score possible is a 20. A=18-20. B=16-17. C=14. A score of less than 14 indicates that there is room for improvement.

Keep this sheet to remind you of areas that need improvement.

CHILDREN'S MAGAZINES

BMX Action. Monthly. $16.50/year. Wizard Publications, Inc., 3162 Kashiwa Street, Torrance, CA 90505. Ages 10-14. Covers how to and consumer buying information regarding BMX bikes and riding. Has articles on major BMX races and their winners.

Boy's Life. Monthly. $10.80/year. Boy Scouts of America, 1325 Walnut Hill Lane, Irving, TX 75038. Ages 8-14. Covers science, sports, nature and outdoor activities, useful and popular.

Chart Your Course. 8 issues a year/$17.50. GCT Publishing Co., Box 6448, Mobile, AL 36660. Ages 5-17. Covers activities for gifted, creative and talented children. Stories, poetry, photography, artwork, music, puzzles, games are all the work of children.

Cobblestone. Monthly. $17.80/year. Cobblestone Publishing, 28 Main, St. Peterborough, NH 03458. Ages 9-12. Covers American history. Each issue focuses on a special subject such as old-time schools or the Pony Express.

Cricket. Monthly. $18.50/year. Cricket, Box 2670, Boulder, CO 80322. Ages 6-12. Covers stories, articles, poems, and puzzles written and illustrated by creators of award-winning children's books.

Dynamite. Monthly. $13.95/year. Dynamite, 654 Count Morbida's Castle, Marion, OH 43302. Ages 9-14. Covers television, movies, current fads, lure for non-readers.

Electric Company Magazine. 10 issues a year/$9.95. The Electric Company Magazine, 200 Watt Street, P. O. Box 2924, Boulder, CO 80322. Ages 6-11. Covers jokes, puzzles, games, things to make and do, comics, short articles and stories.

Enter. 10 issues a year/$14.95. Enter, One Disk Drive, P. O. Box 2686, Boulder, CO 80322. Ages 10-14. Covers the world of computers and new technology.

Highlights for Children. 11 issues a year/$17.95. Highlights for Children, 2300 W. 5th Avenue, P. O. Box 269, Columbus, OH 43216. Ages 5-12. Covers fiction and non-fiction stories, craft and science projects, pictures and puzzles.

Humpty Dumpty's Magazine for Little Children. 8 issues a year/$11.95. Benjamin Franklin Literary and Medical Society, 1100 Waterway, Box 567, Indianapolis, IN 46206. Ages 3-7. Covers stories based on health topics, puzzles and easy science activities.

Jack and Jill. 8 times a year/$11.95. Benjamin Franklin Literary and Medical Society, 1100 Waterway, Box 567, Indianapolis, IN 46206. Ages 6-11. Covers stories, articles and things to do.

Microkids. Bi-monthly. $1.95/month. Warner Software, Inc., 133 Fifth Avenue, New York, NY 10003. Ages 10-14. The magazine for kids who love computers.

National Geographic World. Monthly. $8.95/year. National Geographic World, Dept. 01284, 17th & M Streets, N.W., Washington, D.C. 20036. Covers wildlife, people and travels around the world. Also covers sports such as backpacking.

Odyssey. Monthly. $16.00/year. Odyssey, P. O. Box 92788, Milwaukee, WI 53202. Covers space, the latest discoveries about our solar system, and space travel. Often illustrated with color photos from NASA.

Pack-O-Fun. Quarterly. $4.95/year. Pack-O-Fun, Inc., 14 Main Street, Park Ridge, Illinois 60068. Ages 6-12. Covers things to make. Also has pen pals.

Penny Power. 6 issues a year, Sept.-June/$9.95. Consumers Union of U.S., Inc., 256 Washington Street, Mount Vernon, OH 43305. Ages 9-12. Covers child's guide to spending and saving. Has advice on small and large purchases and ways to save by making things at home.

Ranger Rick's Nature Magazine. 10 issues a year/$10.50. National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22180. Ages 5-8. Covers stories, articles, nature, legends, puzzles, how-to-do-it projects, and a book review column.

Sesame Street Magazine. 10 issues a year/$9.95. Children's Television Workshop. Sesame Street Magazine, P. O. Box 2896, Boulder, CO 80322. Ages Preschool 2-6. Covers arithmetic games, pre-reading exercises and things to cut out. Also includes a "Parents' Page" which tells adults how to help youngsters learn from and enjoy the magazine.

Stone Soup. 5 issues a year/$17.50. Children's Art Foundation, P. O. Box 83, Santa Cruz, CA 95063. Ages 6-12. Covers stories, poems, book reviews and drawings done by children. Designed to inspire children to express their creative thoughts.

3-2-1 Contact. 10 issues a year/$10.95. 3-2-1 Contact, P. O. Box 2933, Boulder, CO 80322. Ages 8-14. Covers science and technology designed to interest children in science, teach the process of inquiry, and to present factual information.

Wow. 9 issues a year/$11.25. Scholastic, Inc., P. O. Box 1925, Marion, OH 43302. Ages 4-8. Covers riddles, toys, games & things to make and do. Designed for children to cut things out and put things together.

Young Miss. 10 issues a year/$12.00. Young Miss Magazine, Parents Magazine Enterprises, 685 Third Avenue, New York, NY 10017. Ages 10-14. Covers "fun, fiction, fashions and good looks."

ZooBooks. Semi-monthly. $33.60/year. ZooBooks, P. O. Box 85271, Suite 6, San Diego, CA 92138. Ages 6-9. Each issue covers the body structure & life cycle of a different animal.

Sharing stories with children

I. Help child develop skill in "reading" pictures

A. Parent points to and names object in picture
   1. Show child real object and match it to the picture
   2. Builds idea that pictures represent real things

B. Examine pictures for details, naming and describing items - give words content
   1. Can be done with books, magazines, and in stores
   2. Ability to see minute details builds skill for distinguishing the many details on the printed page
   3. Naming objects the child sees helps child develop a large speaking vocabulary which is the basis for understanding printed words

C. Use books to answer questions about things a child finds
   1. Have a bulletin board or a large envelope to collect objects - make trip to library
   2. Gives child words to talk about what he sees - increases understanding of what was seen

D. Point out likenesses and differences of objects in pictures
   1. When child calls a horse a dog - give positive response, they do look similar, then discuss differences

   Look at picture and ask child to point out all the toys in the picture
   1. Then point out a specific toy and name it
   2. Allow child to sort socks, arrange toys in room, all blocks together, etc.
   3. Builds ability to compare items and notice small differences - necessary to distinguish letters and words - cat - can

E. Read pictures from left to right
   1. Story begins on left page proceeds to right page
   2. Comic strips are great examples
   3. Teach left hand, right hand
   4. Develop concept of sequence left to right, morning to night, leads to understanding that letters convey meaning if placed in a sequence

F. Interpret pictures for meaning
   1. Does he look happy or sad, why?
   2. Encourage child to think while being read to
   3. Learn to evaluate and reflect upon the meanings encountered
   4. Encourage child to ask questions - verbalize feelings
   5. Praise for any interpretations

II. Help child develop habits of listening and talking about the stories told to him.

A. Tell a story about something the child has done and write it down
   1. Story can be made up while cooking, driving, etc.
   2. Write story down as soon as it is convenient, while writing allow child to draw pictures to tell story
   3. Allow child to tell stories with pictures in sequence - read story to child
   4. Builds idea that reading is talk written down, prepares child for idea that letters represent sounds(age 4-5)

B. Read nursery rhymes to child
   1. Repeat each line omitting the last word - allow child to complete the sentence
   2. Develops sentence sense and an awareness of rhyming words
   3. Help child think of other words that would rhyme
   4. Invite child to repeat a line after you
   5. Requires listening, memory, and speaking distinctly because the rhymes demand it

C. Allow child to act out a story
   1. Read or tell story first
   2. Talk about how characters felt when different events happened - what did their faces show
   3. Help child recall action by asking what happened first, next, and last - requires memory recall
   4. Involves child in the experience of the story
   5. Ask child open ended questions
   6. How would you like to see the story end?(Read a story and omit the last few pages, then write down with the child their ending and compare)

D. Use TV programs to:
   1. Recall sequence of events
   2. Build concepts - short, tall (which person was tall?)
   3. Listen to commercial - what would you do with that?
   4. Be selective of what program you watch together but choose something the child is interested in. Recall colors or scenes you've already seen then during a commercial try to imagine what will happen next.

III. Help child develop the idea that reading is pleasurable.

A. Selecting the time and place
   1. Ask child if he would like to have a story read to him
   2. Get child's attention before you begin - have child agree to sit and listen until you reach a certain picture
   3. Have an established place where stories are read
   4. No eating, no toys, no TV, during storytime
   5. Comfortable place, book held so pictures can be seen
   6. Let child know how many books will be read

B. Match book length to child's ability to sit
   1. Avoid books with long descriptions for very young children
   2. If a child shows signs of restlessness, honor his right to choose another book or move on to something entirely different

C. Set up a regular storytime, whenever it fits in best with the family schedule

D. Allow child to select a story to be read and books to check out of the library

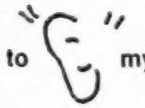
E. Child should have a few books of his own, a special shelf to keep them
   1. His name written on the flyleaf develops pride of ownership

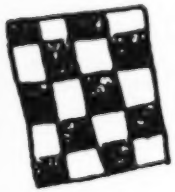
F. When a child begins to read
   1. Read the book to him several times before he reads it aloud
   2. When he hesitates over a word, read it for him promptly - so he can move ahead
   3. Continue to read to him after he has begun to read himself

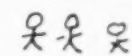
PLEASE NOTE:
The ideas suggested on this calendar correlate with the RAINBOW ROAD series programs.

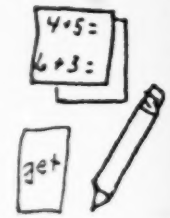
The 'Rainbow Road' Parent and Child Calendar

Read a book.

Listened  to my child read or talk.

Played a  game.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have you hugged your child today?	Take a walk and read the numerals on houses, street signs, license plates, and other places.	Make a *left* and *right* scrapbook—cut out pictures and paste them from left to right.	A a B b	While preparing dinner, take out a couple cans of fruit or vegetables. Have your child identify the letters that are alike.	Listen to your child	Parents read: **Language Development in Young Children** *(included in this booklet)*
Play a color game: "I spy something yellow (red, blue, orange)." Continue to guess until he/she can name the object.	Write 1 2 3 4 5 6 7 numerals	Begin RAINBOW ROAD Family Reading Record *(included in this booklet)*	Ask your child what he she wants to do.	What does it begin with? STOP Count the letters in stop.	As you ride together, read safety signs. Then make safety signs to play traffic games.	Draw a picture  of your family
Play catch with a ball.	Work together on tying shoes. Show someone that you can tie your shoes.	With your child, go about your house and label objects		Watch a TV program with your child. Ask questions about what you saw: "Why did that happen?" "How could the story have ended differently?"	Read a book together.	Take a walking trip around your neighborhood. Listen for the various sounds of your neighborhood.
Parents read: **How Parents May Help With Reading** *(included in this booklet)*	Use an egg carton for storing and sorting objects by color, shape or size.	Imitate animals: *Gallop* like a horse, *Hop* like a rabbit, *Fly* like a bird, *Leap* like a frog. Make up your own ideas	Plan a trip to the library to check out one of the RAINBOW ROAD bibliography books.	Make following directions a game. Begin with one-step . . . then advance to two-step directions.	Make a box of scraps (fabric, yarn, lace, feathers, ribbon, leaves, etc.) to be used for "Litterbug Art".	Paint—with colored water—on your sidewalk or driveway
Learn how to screw and unscrew nuts, bolts or caps on empty bottles. Practice zipping and buttoning.	Start a story and let your child finish it.	Parents read: **98 Ways for a Parent To Say "Very Good"** *(included in this booklet)*	Cook Together	Draw a chalk line on the driveway. Walk forward, sideways and backwards on the line.	Use a puppet to tell a story to your child.	Talk about something you did together as a family.

Helped with work the child did not know or understand. 

Took my child somewhere.

The 'Rainbow Road' Parent and Child Calendar

_____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

WHAT DID YOU DO WITH YOUR CHILD TODAY?

Rainbow Road
Family Reading Record

Date	Name	Material Read	Where	Time Spent